## Interdisciplinary unit planner

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| Teacher(s) |  | Subject groups |  | | |
| Unit title |  | MYP year |  | Unit duration |  |

#### Inquiry: establishing the purpose of an interdisciplinary unit

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| Purpose of integration | | |
|  | | |
| Key concept(s)/(related concepts) | | Global context |
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| Statement of inquiry | | |
|  | | |
| Inquiry questions | | |
| **Factual**  **Conceptual**  **Debatable** | | |
| Summative assessment—interdisciplinary performance(s) of understanding | | |
| Interdisciplinary criteria | Task(s) | |
| Approaches to learning (ATL) | | |
|  | | |

#### Action: Teaching and learning through interdisciplinary inquiry

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| Disciplinary grounding | |
| **Subject** | **Subject** |
| MYP objective | MYP objective |
| Related concepts | Related concepts |
| Content | Content |
| Disciplinary learning engagements and teaching strategies | Disciplinary learning engagements and teaching strategies |
| **Interdisciplinary learning process** | |
| Interdisciplinary learning experiences and teaching strategies | Formative assessment |
| Differentiation |
| Resources | |
|  | |

#### Reflection: considering the planning, process and impact of interdisciplinary inquiry

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| Prior to teaching the unit | During teaching | After teaching the unit |
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